

Accessibility Policy

West Exe School



Adoption of the Policy

This Policy has been adopted by the LGB of West Exe School on 21 March 2023

Signed

A handwritten signature in black ink, appearing to be 'MD'.

Chair of the LGB – Mr Matt Davey

Date 21 March 2023

Background

West Exe School is committed to providing a fully accessible school environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The definition of disability is as below:

- Someone with a physical or mental impairment
- The impairment is such that it has a substantial and long-term adverse effect on an individual's ability to perform normal day-to-day activities

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on students' everyday lives.

We recognise our duty under the Equality Act 2010. The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment.

It is unlawful for a school or other education provider to treat a disabled student unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment
- Victimisation

Schools and LEAs must:

- not treat disabled students less favourably; and
- take reasonable steps to avoid putting disabled students at a substantial disadvantage (the 'reasonable adjustment' duty)

The Local Education Authority and school governors have the duty to publish Accessibility Strategies and Plans.

Scope of the Plan

This plan covers all three main strands of the planning duty:

1. Improving the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and associated purposes.

West Exe School is a purpose-built building which has considered the need for access for all. This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, powered doors in building entrance and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting and blinds

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, hearing devices and specialist pens and pencils.

The provision of a special piece of equipment or extra assistance will be made through the SEN framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEN route and those provided under the planning duty is that the SEN duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school. For example, a student with visual impairment might have low vision aids provided through the statement of SEN but the school might, as a general measure provide blinds and adjustable lighting through the planning duty.

2. Increase the extent to which disabled students can participate in schools' curriculum.

The curriculum is carefully designed to meet the needs of learners and students access a broad and varied curriculum.

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

Schools are expected to plan to improve progressively access to the curriculum for all disabled students although many adjustments to access will be dependent on individual needs and may be provided through the SEN framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the particular needs of individual students.

3. Improving the delivery of information to students with disabilities

Any students requiring additional support are clearly identified on entry to West Exe School. Those requiring specific support with communication are known by staff, so their needs can be met in lessons through Quality First Teaching and personalisation. Some students are allocated additional support where communication is used extensively and monitored on a daily basis by support staff. Some students are also allocated a key worker to ensure effective communication with parents as well as children. This part of the duty covers planning to make information normally provided by the school in writing to its students - such as handouts, timetables, textbooks, information about school events - available to disabled students. This may include alternative formats such as Braille, audio tape and large print and the provision of information orally or through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the students' disabilities and students' and parents' preferred formats.

Other related school policies

Equality for disabled students is included as an explicit aim in all of the school's policies and is supported by the school's other policies including:

- Equality Policy
- Behaviour Policy
- Admissions Policy 2023-2024
- Attendance Policy
- SEND policy 2022- 2023
- Supporting Pupils at school with Medical Conditions Policy
- Uniform policy

West Exe School Policies are on the school website;

<https://www.westexe.devon.sch.uk/page/?title=Key+Information&pid=10>

Aims

West Exe School aims to include all students, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- Having high expectations of all students
- Finding ways in which all students can take part in the full curriculum including sport, music, and drama
- Planning out-of-school activities including all school trips and excursions so that students with Disabilities can participate
- Setting admissions policy and criteria which does not discriminate against students with disabilities or treat them unfairly
- Devising teaching strategies which will remove barriers to learning and participation for students with disabilities
- Planning the physical environment of the school to cater for the needs of students with disabilities
- Raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training

- By providing written information for students with disabilities in a form which is user friendly.
- By using language which does not offend in all its literature and make staff and students aware of the importance of language.

Actions to ensure equality for students with disabilities

1. We shall undertake an equality audit using a cross section of staff, students and parents
2. As a result of the audit, we shall:
 - Write an action plan which includes targets
 - Make the policy and targets known to all teaching and ancillary staff, students and parents
 - Monitor the success of the plan
 - The plan will be reviewed annually by the SENDCo
3. The Governing Body will report on how targets have been met in their annual report to parents (and what impact they have had on the achievements of students with disabilities).

Monitoring

West Exe School recognises that monitoring is essential to ensure that students with disabilities are not being disadvantaged, and that monitoring leads to action planning.

We will monitor:

- Admissions
- Attainment
- Attendance
- Rewards
- Sanctions
- Exclusions
- KS4 option choices
- Post 16 destinations
- Selection & recruitment of staff
- Governing body representation
- Parents attending consultation meetings
- Parents' involvement in the life of the school (representation of Parents at School parents' evenings, productions, sports day, fetes etc.)

a) Increasing extent to which disabled pupils can participate in the school curriculum

Strategies	Outcomes	Resources	By Whom	Targets Met
Student's Pupil profiles and Passports are updated regularly to help teaching staff provide appropriate learning strategies and provision for students with individual needs i.e. close to a classroom door, situated at the front of the classroom. Enlarged print. Specialist seating and ICT. Specialist equipment to help with the safe transfer and movement of students.	To enable staff to effectively provide the relevant support for the physical needs of our students.	Student's Pupil profiles and advice from other agencies as appropriate. Google Classroom being used for external access to the curriculum. Immersive Reader and Google Speak all being used to support access to printed/onscreen materials CHROME books are available for students with Specific SEND's.	SENDCo/ SEND support team/ Teaching Assistants/Teaching Staff To continue to liaise with CAMHS, social care, PD, HI and VI, CAIT Advisors, Devon County Council's Advisory Services, Hospital School, Torlands, 0-25 Team and other agencies to continue to refine and our ability to meet student needs	By the end of September 2023
To deliver physiotherapy programmes to students identified as having physical needs to help improve core strength and stability.	To enable students to have their physical health needs met.	At present students are able to access physio sessions with TA support, toileting support, a personalized PE curriculum, writing slopes and pen grips.	Physiotherapist, Teaching assistant, teachers, SENDCo, medical practitioners.	Ongoing adaptations made based on recommendations- review September 2023 refinements
To ensure that staff have training in moving and handling and in evacuation procedures SEND team staff to have received this training. All equipment to be serviced and in working order	To ensure health and safety plans are in place in the event of an emergency and during practice evacuation procedures.	Specific and ongoing training, access to emergency evacuation chairs	Trained staff; Teaching assistants, Qualified service engineer.	Annual training took place September 2022. Service March 2023
	To enable students to have their mental health needs	Students and families are able to access		All staff to receive training in

<p>To develop support for mental health within the school All staff to have received training in the main principles of Early Help for Mental Health and a Trauma informed approach to teaching.</p> <p>Additional support to be reviewed and updated as required with additional training for staff and students as required.</p> <p>Students to be supported where recommendations have been made external agencies including the Speech and Language Therapist, Occupational Therapist, Physiotherapist; pediatricians, psychiatrists and other medical professionals</p> <p>Students to be supported where recommendations have been made by support services including the physical and mental teams, Hearing impairment Team, Visual Impairment</p>	<p>met.</p> <p>To ensure referrals are made to external agencies</p> <p>To act upon advice from external agencies</p>	<p>Early Help through school.</p> <p>Where appropriate Staff can refer students to the School's mental health support practitioners/ School Nurse as deemed appropriate. Referrals are made through the schools established allocations team.</p> <p>Students can also use an appropriate coloured paper/ books and coloured overlays for reading. Correct equipment to support specific disabilities and needs.</p>	<p>Early Help team/ MHST practitioners/ SEND Team/ SLT/ Teaching assistants/ Teaching Staff.</p> <p>Learning support team/ SENCo/</p> <p>Learning support team, SENDCo, HOY, Teachers, teaching assistants, external professionals</p>	<p>September 2022</p> <p>Implemented as advice is provided throughout the year</p> <p>Implemented as advice is provided throughout the year</p> <p>Ongoing referrals made Review numbers by September 23</p> <p>Review impact September 23</p>
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Team, and Communication and Interaction Team				
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b) Increase the extent to which disabled students can participate in the schools' curriculum.

Strategies	Outcomes	Resources	By Whom	Trgets met/ review by
In line with SEND policy, a Student's pupil profile will be drawn up to support their identified needs.	Pupil passports to be created with a child centered approach. These will then be shared with teachers and may mean to that curriculum needs to be adjusted and reasonable adjustments made.	Pupil passports, parental meetings, meeting with pupils, information from external agencies and reports.	SEND Team/ SENDCo/ All Teaching staff	
Students with specific identified needs to have access to equipped physio room/learning support/ sensory rooms	To have a sensory room accessible to meet the needs of pupils with SEND.	Sensory room, paint, sensory equipment, lighting, door change. Full plan submitted.	Head teacher, BST, SENDCo, learning support team	Sensory room completed March 2023
All Students who receive exclusions or high levels of sanctions will have their needs reviewed and additional support as required.	Exclusions data to be monitored regularly	Inclusion meetings SEN quick checkers/ round robins, Data checks, Graduated response tools, screener	Head of Inclusion/ Pastoral support staff/ HOY/ Deputy/Head of Behaviour/ SENDCo	Ongoing
SEND students are monitored through reviews, parental meetings and the QAR.	Attendance data to be monitored regularly. Patterns to be identified.	Inclusion meetings SEN quick checkers/ round robins, Data checks, Graduated response tools, screener	SENDCo, Learning support team, HOY, Attendance team	Review September 2023
Staff are given regular training on frequently met conditions and any conditions that are new to the school. New staff are given additional	All staff are aware of medical conditions within school and know how and where to access information	HCP uploaded onto linked documents on Bromcom, and folder held in Student services reception	SENDCo/ Medical Lead/ Head of Inclusion/ SLT	Ongoing

<p>tional training and information about supporting commonly met conditions and those present in the school and is updated on a student's Pupil profiles or Medical Health Care Plans.</p> <p>Medical Healthcare plans are drawn up for new Students and reviewed annually in line with school policy to maximise attendance</p> <p>Students who have an EHCP or have been recognised as having identified additional needs will have a supported transition into Post 16 Provision</p>	<p>Information to be regularly updated and shared</p> <p>Communications between parent/ carer, health and school is secure and students are well supported</p> <p>Eliminate number of pupils with SEND becoming NEETs</p> <p>To ensure needs are accurately identified and addressed. Planning to help prevent NEETs</p>	<p>HCP/ medical correspondence</p> <p>Tracking of EHC Year11 students Annual Reviews, Post 16 application process and career meetings</p> <p>Parent evenings, staff briefing and development days</p>	<p>SENDCo/ Medical Lead and Student services support team.</p> <p>SEND Team/ SENDCo/ 0-25 team/ Careers Southwest/SLT</p>	<p>All annual reviews took place in 2021-22. Review due September 2023</p> <p>All year 11 annual reviews completed prior to March 2023.</p>
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C) Improving the delivery of information to students with disabilities

Strategies	Outcomes	Resources	By Whom	Targets met/ Review by
Use of ICT for reading and scribing. Students to have access to ICT to facilities this or a TA may be used.	All identified students have access to chromebooks/ laptops within lessons and feel confident with used them.	Google classroom, Google speech. Chromebooks and laptops available for use in school, reading pens available	SENDCo, SEND Team/ Teaching assistants and all Teaching Staff.	Met March 2023- review September 23
Key Stage 4 students have access to Exam Access Arrangements. These are tested annually.	Students and teaching staff are able to evidence a normal way of working	Overlays, coloured paper and reading rulers, extra time, chromebooks	SENDCo, SEND Team/ Literacy coordinator/ Teaching assistants and all Teaching staff	Access arrangements at the end of year 9 and ongoing when in year 10 and 11. Review September 2023
Dyslexia friendly resources used e.g. yellow books and paper, reading rulers.	All Staff to be consulted on those students who need to be screened for dyslexia and understanding the graduated response in meeting the needs of any students who is raised as a concern.	Class Charts. Inclusion meetings. SALT/ EP/ Devon County Council Advisory reports.	SENDCo, SEND Team/ Literacy coordinator/ Teaching assistants and all Teaching staff	Ongoing March 2023. Review September 2021
Mentoring provided to support learners and their needs.	To match pupils with the right mentor/ key worker and make changes when required		SENDCo/ HOY/ Teaching assistants/ Teaching staff/	Ongoing- chances made due to staffing Feb 2023
Monitoring of sanctions to ensure they are not the result of unmet needs.	Close monitoring of SEND students in Inclusion Meetings to establish identified/ unidentified need is being treated as the cause of the behaviour.	Reports, emails, phone calls, meetings	Head of Inclusion/ Pastoral support staff/ HOY/ Deputy/Head of Behaviour/ SENDCo/ Parents/ Carers/ SALT/ EP.	
Home/School reports or emailed used to ensure that	To ensure open communication with parents	Reports, emails, phone calls, meetings	Head of Inclusion/ Pastoral support staff/ HOY/ Deputy/Head of Behaviour/	Review September 2023

parents can also tell us if there is an unmet need.			SENDCo/ Parents/ Carers/ SALT/ EP.	
Speech and language interventions run if therapeutic assessment recommends them.	Students are engaged with SALT interventions	SALT resources	SALT/ SENDCo, SEND Team/ Teaching assistants and all Teaching Staff.	Ongoing. Review September 2023
Pupil passport and additional resources are available to staff to help them differentiate appropriate for the most common forms of need.	All staff are confident in finding and implementing strategies detailed pupil profiles and attend SEND drop in's	Bromcom, Class Charts, pastoral support plans.	SENDCo, SEND Team/ Teaching assistants and all Teaching Staff.	Updated on a needs basis
Lexia literacy interventions are run for the students with the highest level of need.	Specialist trained TA to run interventions in the physio/ learning support/ sensory rooms	Literacy resources; Trugs, Toe-by-Toe reading, Black Sheep, Lexia, NGRT testing.	Librarians, Literacy coordinators, Head of English, Head of Maths, Teachers and SENDCo/ SEND Team.	Reviewed at key points of the year.